



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1025 S Beck Ave, Tempe, AZ 85281

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jacob Chavez
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
Web Address : www.tempe3.k12.az.us
Phone Number : (480) 966-7114
Fax Number : (480) 829-6178
E-mail : jchavez@tempeschools.org

Mission

Gililand Middle School has high expectations for behavior and academics. Our mission is to create opportunities for all students to succeed.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve reading and math scores on the AIMS test, increasing the number of students meeting or exceeding the AIMS standards while reducing the number of students who fall in the falls far below category of the AIMS standards.
- ü Prepare each student to be successful in high school and productive citizens.
- ü Provide a positive, respectful, safe, and orderly learning environment were students feel to apply themselves seeking self-improvement.
- ü Provide comprehensive, differentiated professional growth programs for all staff, focused on meeting all needs of all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 894
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 100

Instructional Programs

- Ü Accelerated Reader Program
- Ü Honors Classes/Gifted Program
- Ü High School Credit--Algebra and Geometry
- Ü On-site Special Education
- Ü Before and After School Tutoring
- Ü Title I Reading and Math Correctives
- Ü Service Learning / Peer Tutoring
- Ü ELL and NALP Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Communicate with parents and the community through a monthly school newsletter, student newspaper, academic and behavior progress reports, as well as parental contacts through twice yearly conferences and telephone calls. Hold an open School Site Council monthly with a published agenda. Keeping parents informed of significant changes to curriculum and scheduling as well as the school calendar of events and activities.

Parents

Parents are responsible for checking student agendas in order to monitor student progress. Parents are encouraged to communicate via agendas, e-mail, as well as by telephone. Parents are responsible to ensuring their students attends school daily and arrives on time, has their materials, and meets the minimum dress requirements. Parents are responsible for honoring the school and district handbook.

Transportation Policy

We follow a standardized district-wide zero-tolerance policy on bus safety/behavior. Primary considerations for busing are distance and major street locations. Students who live within a mile and do not have major roads to cross must walk.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü State Honors in Math/English/Science	2001
Ü Cox Excellence in Tech. and Education	1997
Ü Chase Active Learning Program	2003
Ü Teacher & Classified Impact Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	270	1262	79327	96	99	98	491	501	518	31	26	19	27	24	20	37	40	46	5	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	135	635	38961	98	99	98	494	501	520	27	23	16	27	26	20	39	43	48	7	8	16
Male	135	627	40295	94	98	97	487	500	516	35	30	21	27	22	19	35	38	44	3	11	16
African American	49	152	4247	96	98	98	489	492	499	29	29	27	31	24	24	39	42	41	2	5	8
Hispanic	158	581	32327	96	98	98	488	490	499	35	33	27	27	26	25	35	36	41	4	6	8
Asian/Pacific Islander	NC	45	1939	NC	100	99	NC	530	556	NC	13	6	NC	13	10	NC	53	47	NC	20	36
American Indian/Alaskan Native	19	116	4391	100	99	96	495	483	489	26	40	32	32	27	27	32	31	36	11	3	4
White	36	368	36373	95	99	98	500	524	538	19	13	10	22	21	14	50	48	52	8	18	25
Students with Disabilities	37	179	9321	77	90	87	458	454	467	70	68	54	16	17	22	11	13	21	3	2	3
Students without Disabilities	233	1083	70006	100	100	100	496	508	524	24	20	14	29	25	19	41	45	49	5	11	18
Limited English Proficient Students	58	217	9431	92	96	95	465	456	466	50	62	53	33	27	27	17	11	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	223	871	37097	95	98	97	487	490	498	33	32	27	29	27	25	35	35	41	4	6	7
Non-Economically Disadvantaged	47	391	42230	100	100	99	506	526	535	21	13	11	19	16	15	49	53	50	11	18	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	268	1261	79501	95	98	98	478	488	497	14	13	10	33	29	25	52	54	60	1	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	634	39062	97	99	99	482	492	502	16	11	8	24	27	23	59	57	64	1	5	5
Male	134	627	40368	94	98	98	474	484	491	13	15	13	42	31	27	45	51	57	1	3	3
African American	48	152	4279	94	98	99	478	485	485	15	13	14	29	30	30	56	57	54	NA	1	2
Hispanic	157	580	32389	95	98	98	475	476	478	17	17	16	32	34	34	50	46	48	1	2	1
Asian/Pacific Islander	NC	45	1936	NC	100	99	NC	502	519	NC	11	3	NC	18	14	NC	64	73	NC	7	9
American Indian/Alaskan Native	19	116	4401	100	99	96	482	472	473	11	18	17	37	39	40	53	43	43	NA	NA	1
White	36	368	36446	95	99	99	489	512	516	6	5	4	31	18	15	61	68	73	3	8	7
Students with Disabilities	35	177	9411	73	89	88	446	446	453	37	44	36	37	31	36	26	23	26	NA	2	1
Students without Disabilities	233	1084	70090	100	100	100	482	494	502	11	8	7	32	28	24	56	59	65	1	4	5
Limited English Proficient Students	57	217	9401	90	96	94	450	439	443	30	41	40	49	48	46	21	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	221	871	37183	94	98	97	476	477	479	16	17	16	32	33	34	51	48	49	1	1	1
Non-Economically Disadvantaged	47	390	42318	100	100	99	487	513	513	4	4	5	36	19	17	57	67	70	2	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	268	1262	80000	95	99	99	530	549	564	1	4	3	26	18	11	69	69	75	3	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	637	39288	99	99	99	542	563	579	1	3	2	20	11	6	74	73	77	5	13	16
Male	132	625	40644	92	98	98	517	534	549	2	4	4	33	25	15	64	65	74	NA	5	7
African American	47	151	4307	92	97	99	536	548	551	NA	3	4	30	21	13	68	67	75	2	10	7
Hispanic	157	581	32672	95	98	99	525	536	548	3	5	4	24	21	14	72	69	76	1	5	6
Asian/Pacific Islander	NC	45	1945	NC	100	99	NC	571	592	NC	NA	1	NC	20	4	NC	62	69	NC	18	25
American Indian/Alaskan Native	19	116	4424	100	99	97	540	536	549	NA	5	3	26	20	14	74	73	77	NA	2	5
White	37	369	36602	97	99	99	535	570	579	NA	2	2	30	12	7	62	70	75	8	16	16
Students with Disabilities	38	179	9919	79	90	93	468	484	505	5	11	9	68	49	35	26	38	54	NA	2	2
Students without Disabilities	230	1083	70081	99	100	100	540	558	571	1	2	2	20	13	7	77	74	79	3	10	12
Limited English Proficient Students	57	217	9571	90	96	96	502	487	502	4	12	10	42	42	29	54	47	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	221	870	37534	94	98	98	527	537	547	2	4	4	29	22	15	68	68	76	2	6	5
Non-Economically Disadvantaged	47	392	42466	100	100	100	540	575	578	NA	2	2	17	9	7	77	72	75	6	17	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	286	1236	78546	99	99	97	518	523	543	22	24	15	27	24	18	48	46	52	4	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	609	38645	99	99	98	522	524	545	15	20	13	29	25	18	54	48	54	3	7	15
Male	130	627	39792	98	99	97	514	522	542	31	27	17	24	22	17	40	43	50	5	7	15
African American	61	170	4205	95	97	97	499	502	524	34	38	22	31	28	22	34	33	49	NA	1	7
Hispanic	172	588	31177	100	99	97	519	516	524	23	26	22	26	25	23	48	45	48	4	4	7
Asian/Pacific Islander	NC	33	1940	NC	100	99	NC	537	580	NC	12	5	NC	15	9	NC	67	53	NC	6	33
American Indian/Alaskan Native	10	108	4689	100	100	95	NA	512	515	NA	25	28	NA	32	25	NA	39	43	NA	4	4
White	36	336	36450	100	100	97	545	549	563	6	13	7	22	17	12	61	54	57	11	16	23
Students with Disabilities	32	163	8093	91	98	82	475	473	489	69	63	50	25	22	24	6	14	23	NA	1	2
Students without Disabilities	254	1073	70453	100	99	100	524	530	549	16	18	11	27	24	17	53	50	56	4	8	16
Limited English Proficient Students	69	227	9323	100	100	94	495	485	491	39	52	47	29	28	28	32	20	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	218	830	34694	98	99	96	515	512	524	24	29	23	28	27	23	45	41	48	3	3	7
Non-Economically Disadvantaged	68	406	43852	100	100	99	530	546	559	15	13	10	24	18	13	54	54	56	7	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	287	1237	79045	99	99	98	490	497	512	16	15	10	37	31	25	45	50	58	2	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	610	38860	100	99	98	500	505	519	9	11	7	33	29	22	56	56	62	2	4	8
Male	130	627	40075	98	99	97	476	490	505	25	18	12	41	34	28	31	44	54	3	3	6
African American	62	171	4250	97	97	98	472	477	500	31	27	12	32	34	31	37	39	54	NA	1	3
Hispanic	172	588	31314	100	99	98	487	488	493	15	16	16	42	37	34	41	45	48	2	2	2
Asian/Pacific Islander	NC	33	1949	NC	100	99	NC	510	536	NC	9	4	NC	18	15	NC	67	66	NC	6	15
American Indian/Alaskan Native	10	108	4719	100	100	96	NA	487	489	NA	16	15	NA	34	39	NA	50	45	NA	NA	2
White	36	336	36730	100	100	98	524	525	532	6	7	4	22	20	16	61	64	68	11	10	12
Students with Disabilities	33	164	8552	94	99	87	449	448	463	45	50	35	39	32	40	15	16	23	NA	1	1
Students without Disabilities	254	1073	70493	100	99	100	495	504	517	13	9	7	36	31	24	48	55	62	3	4	8
Limited English Proficient Students	69	227	9355	100	100	95	460	456	456	32	37	37	49	47	48	19	16	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	219	831	34922	99	99	96	484	486	493	20	19	15	39	35	34	40	45	48	2	2	3
Non-Economically Disadvantaged	68	406	44123	100	100	99	509	519	527	6	6	6	29	25	18	60	62	66	4	8	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	286	1237	79657	99	99	99	545	550	566	5	4	3	14	14	8	81	81	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	610	39120	100	99	99	562	567	580	4	3	2	5	6	4	90	90	92	NA	1	2
Male	129	627	40423	98	99	98	526	533	553	5	5	5	25	22	12	70	72	83	NA	1	1
African American	61	171	4290	95	97	99	537	540	560	3	5	4	21	16	9	75	78	86	NA	1	1
Hispanic	172	589	31642	100	99	99	538	543	552	7	6	5	15	13	11	78	80	84	NA	1	0
Asian/Pacific Islander	NC	33	1948	NC	100	99	NC	550	589	NC	6	1	NC	6	3	NC	88	91	NC	NA	4
American Indian/Alaskan Native	10	108	4760	100	100	97	NA	549	547	NA	3	5	NA	19	14	NA	79	81	NA	NA	0
White	36	335	36929	100	99	99	580	567	579	NA	1	2	3	13	5	97	85	91	NA	1	2
Students with Disabilities	33	165	9069	94	99	92	488	490	508	12	12	11	39	41	30	48	46	58	NA	1	1
Students without Disabilities	253	1072	70588	100	99	100	553	558	573	4	3	2	11	9	5	85	87	91	NA	1	1
Limited English Proficient Students	68	225	9521	99	99	96	493	499	507	16	15	13	24	24	24	60	61	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	218	830	35341	98	99	97	538	542	551	6	6	5	15	15	12	79	79	83	NA	1	0
Non-Economically Disadvantaged	68	407	44316	100	100	100	569	565	578	NA	1	2	12	12	5	88	86	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	298	1255	78400	98	100	97	519	529	554	42	39	21	27	22	19	29	32	47	2	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	617	38686	99	100	98	521	531	554	38	36	20	29	26	20	31	31	49	1	8	12
Male	162	638	39636	98	100	96	517	527	554	46	42	23	25	19	18	27	33	46	2	7	13
African American	51	151	4193	96	99	97	513	512	533	45	49	32	33	26	23	22	23	40	NA	1	5
Hispanic	174	571	30732	99	100	97	514	515	534	46	47	31	28	25	24	25	26	40	1	3	5
Asian/Pacific Islander	13	54	1827	100	100	99	540	556	594	23	28	8	23	11	12	54	46	49	NA	15	31
American Indian/Alaskan Native	16	99	4536	94	99	95	505	508	528	56	56	35	19	15	25	25	28	37	NA	1	4
White	44	379	37038	98	100	97	544	558	575	25	19	11	23	21	14	43	44	56	9	16	19
Students with Disabilities	35	181	7840	90	100	81	472	480	498	86	77	60	11	9	18	3	13	20	NA	1	2
Students without Disabilities	263	1074	70560	100	100	99	525	537	560	37	32	17	29	25	19	32	35	50	2	8	14
Limited English Proficient Students	67	226	8956	97	100	95	491	487	502	69	72	56	25	19	25	6	8	18	NA	0	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	222	783	33014	98	99	95	515	514	534	46	48	31	25	21	24	27	28	40	2	3	5
Non-Economically Disadvantaged	76	472	45386	100	100	99	531	553	569	30	23	15	33	25	15	34	38	52	3	15	18

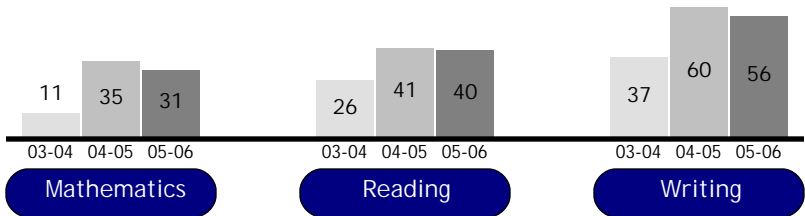
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	297	1256	79179	98	100	98	492	500	519	20	20	11	40	34	27	39	44	58	1	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	135	617	38974	99	100	99	503	506	524	12	16	8	39	34	25	47	46	61	2	5	5
Male	162	639	40124	98	100	97	484	493	513	26	24	13	41	33	28	32	41	54	1	2	4
African American	51	151	4243	96	99	98	494	493	506	18	23	14	33	30	32	49	46	51	NA	1	3
Hispanic	173	571	30987	99	100	98	487	485	498	23	26	17	42	41	36	35	31	45	1	2	1
Asian/Pacific Islander	13	54	1832	100	100	99	496	515	543	23	19	4	38	19	17	31	57	69	8	6	10
American Indian/Alaskan Native	16	99	4573	94	99	96	479	490	494	31	21	16	38	36	41	31	40	42	NA	2	1
White	44	380	37467	98	100	98	515	525	539	5	8	5	41	26	17	50	61	70	5	6	8
Students with Disabilities	35	183	8567	90	100	88	443	456	467	69	51	39	31	31	38	NA	17	22	NA	1	1
Students without Disabilities	262	1073	70612	99	100	99	499	506	524	13	14	7	41	34	25	44	48	62	2	3	5
Limited English Proficient Students	67	226	9013	97	100	95	457	452	461	46	54	40	49	41	48	4	4	12	NA	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	221	784	33345	97	99	96	488	486	499	23	26	17	40	37	36	36	36	46	1	1	1
Non-Economically Disadvantaged	76	472	45834	100	100	99	505	522	533	9	9	7	41	28	19	47	57	67	3	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	298	1258	79734	98	100	99	524	532	554	3	5	3	41	32	19	56	63	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	619	39243	99	100	99	540	547	568	1	3	2	26	24	12	74	73	85	NA	0	1
Male	162	639	40413	98	100	98	510	517	541	4	6	4	54	41	26	42	53	70	NA	NA	0
African American	51	152	4285	96	99	99	524	528	548	NA	3	3	49	39	22	51	58	74	NA	NA	0
Hispanic	173	571	31254	99	100	99	519	520	539	4	6	5	43	37	25	53	57	70	NA	NA	0
Asian/Pacific Islander	13	54	1837	100	100	99	530	549	579	8	9	1	23	9	9	69	81	87	NA	NA	2
American Indian/Alaskan Native	16	99	4613	94	99	97	521	519	535	NA	5	4	50	39	29	50	56	67	NA	NA	0
White	45	381	37668	100	100	99	542	552	569	NA	1	1	27	24	13	73	74	85	NA	1	1
Students with Disabilities	36	182	8943	92	100	92	473	481	495	11	12	11	72	59	51	17	29	38	NA	NA	1
Students without Disabilities	262	1076	70791	99	100	100	531	540	561	2	3	2	37	28	15	62	69	83	NA	0	0
Limited English Proficient Students	67	226	9138	97	100	97	492	477	492	9	17	13	52	54	46	39	30	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	222	784	33718	98	99	97	520	520	538	3	6	5	41	38	26	55	57	69	NA	NA	0
Non-Economically Disadvantaged	76	474	46016	100	100	100	534	551	567	1	3	2	39	23	14	59	74	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	37	NA	56	99	40	45	51	96	43	50	56
	Language	97	29	38	48	99	36	42	47	96	35	43	50
	Mathematics	97	42	56	66	98	40	46	52	96	35	46	58
7	Reading	96	39	NA	54	100	35	40	50	99	37	43	54
	Language	95	42	50	58	100	40	45	52	99	41	48	58
	Mathematics	96	40	50	62	100	37	41	50	99	35	41	54
8	Reading	98	38	NA	55	100	37	44	51	99	39	46	58
	Language	99	33	41	52	100	38	44	50	99	41	44	56
	Mathematics	100	35	48	61	100	38	43	53	99	34	41	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Community Relations
- Ü Monitor School Improvement Plan
- Ü Monitor Title and Grant Budgets
- Ü School Needs Assessment
- Ü Extracurricular Activities
- Ü Increase Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	65.00
Other Professional Staff	4.50	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	3	0	0
4 to 6 years	5	8	0	0
7 to 9 years	5	4	0	0
10 or more years	7	18	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Math/Sci/Accelerated Reader Lab
- Ü Mobil wireless computer lab
- Ü Industrial Tech. Lab
- Ü Gym/Multipurpose Room

Extracurricular Activities

- Ü Student Government
- Ü Math & Language Arts Clubs
- Ü Intramural Sports/All City League
- Ü All Stars
- Ü National Junior Honor Society
- Ü Yearbooks
- Ü Renaissance Program
- Ü Band / Chorus / Orchestra

Social Services

- Ü Counseling Services
- Ü Dental Services
- Ü Lunch Program
- Ü Social Worker
- Ü Breakfast Program
- Ü Community Liaison
- Ü Health Services
- Ü School Resource Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The GMS campus was selected as the site of the temporary Scales Professional Development School, providing an opportunity for cross grade / cross school activities and interaction (buddy reader, service learning, articulation/transition coordination)
- ü Reorganization of the master schedule to allow for a true middle school model to be implemented, with two academic teams at each grade level. Block language arts program at all grade levels and flexible instructional time based on need.
- ü The band received a Superior with Distinction and the orchestra received a Superior rating at the state music festival.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	60	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

GMS has a schoolwide proactive, preventative philosophy which includes all administrators, school safety mentor, School Resource Officer from Tempe PD, and teaching teams. Each grade level is divided into two academic teams. The master schedule allows for only one-third of the students to be between classes or at lunch at a time. This approach allows for more direct supervision of the students during times of minimized structure. This allowed for quick intervention for the incidents above.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rick Horvath	(480) 966-7114
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Barbara Savastio	(480) 774-2124
Parent Organization	Laurie Cruz	(480) 966-7114
Student Health/Nurse	Debra McDonald	(480) 966-7114

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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